



CDPAC/CSL CRIB Notes
General Background
May 2002



Building State Medicaid Capacity to Provide Child Development Services: Early Findings from the ABCD Consortium. By Deborah Curtis, National Academy for State Health Policy. The Commonwealth Fund. (The Academy, Portland, Maine) February 2002. 27 p.

FULL TEXT: www.cmwf.org/programs/child/curtis_nashp_cw3.pdf

["The Assuring Better Care and Development (ABCD) Projects have considerable potential to improve the delivery and financing of early child health and development for Medicaid-eligible children in their respective states. Over the course of the past year, they have made significant strides in addressing the issues and challenges that will lead to that improvement."]

[CDPAC 349]

Childhood Obesity: A Lifelong Threat to Health. By Kristen Kiefer and others. Center on an Aging Society, Georgetown University. (The Center, Washington, DC) March 2002. 6 p.

FULL TEXT: www.georgetown.edu/research/ihrp/agingsociety/obesity/obesity.pdf

["Almost 14 million children (24 percent of the U.S. population ages 2 to 17) are obese. This second in a series of data profiles on chronic and disabling conditions culls data from two national health surveys as well as from the latest research on this problem to provide a picture of which children are at greatest risk for obesity, what factors contribute to obesity in children, and how obesity affects their lives."]

[CDPAC 350]

Children of Current and Former Welfare Recipients: Similarly at Risk. By Kathryn Tout and others. Child Trends Research Brief . (Child Trends, Washington, DC) March 2002. 8 p.

FULL TEXT: www.childtrends.org/PDF/leaversRB302.pdf

["Research indicates that children's risk for poor developmental outcomes was not alleviated when their parents left welfare. What the research continues to conclude is that poverty and the disadvantages associated with poverty are key risk factors for children, whether their parents have left welfare, remain on welfare or have never entered the welfare system."]

[CDPAC 351]

Early Childhood Poverty: A Statistical Profile (March 2002): Millions of Children in the U.S. Are at Developmental Risk Because of Poverty in Early Childhood. By Younghwan Song, National Center for Children in Poverty, and Hsien-Hen Lu, Mailman School of Public Health, Columbia University. (New York, New York) March 2002. 6 p.

FULL TEXT: cpmcnet.columbia.edu/dept/nccp/ECPprofile302.pdf

["Despite the unprecedented economic boom in the 1990s, there are still 2.1 million children under age three living in poverty. Research demonstrates that the first years of life are important for children's emotional and intellectual development. Postponing a national debate about how to reduce the rate of young child poverty increases the ultimate costs of corrective action."]

[CDPAC 352]

The Effect of Increasing Welfare Mothers' Education on Their Young Children's Academic Problems and School Readiness. By Katherine A. Magnuson, Northwestern University and Sharon M. McGroder, Child Trends, Joint Center on Poverty Research. (The Center, Evanston, Illinois) February 2, 2002. 31 p.

FULL TEXT: www.jcpr.org/wpfiles/magnuson_mcgroder.pdf

["Research often points to correlations between maternal and child educational achievement, but does an increase in a mother's education cause an improvement in her young child's academic performance? Researchers say their findings on the causal effects of maternal education on children's academic improvements are large enough to be of considerable importance for policies that affect the work, welfare and training of low-income mothers."]

[CDPAC 353]

Evaluation of the Los Angeles CalKids Program: Full Report. By Glenn Melnick and others, Center for Health Financing, Policy and Management, University of Southern California. Prepared for the California HealthCare Foundation. (The Foundation, Oakland, California) February 2002. 97 p.

FULL TEXT: admin.chcf.org/documents/chcf/CalKidsEvaluationFullReport.pdf

["The LA CalKids program is a pioneer in its attempt to provide formal health insurance to low-income, undocumented children. This evaluation presents valuable information and insights on the characteristics of low-income undocumented children, analyzes their experience under a managed health care insurance program, and documents the effects of LA CalKids in meeting the health care and health insurance needs of this population."]

[CDPAC 354]

"Extending the School Day: Making the Case for After-School Programs." By Lucy Friedman, Open Society Institute, New York, New York. IN: *Ideas for an Open Society*, vol. 2, no. 2 (March 2002) 2 p.

FULL TEXT: www.soros.org/ideas/spring02/ideas_extending.html

["After-school programs are educationally valuable, socially responsible, and economically sound. Children do better in school, risky youth behavior diminishes, and parents are more productive on the job when they know their children are engaged in safe, enriching activities. A 2001 evaluation of California's after-school initiative found that over a two-year period, students improved in math and reading tests at twice the rate of all students statewide."]

[CDPAC 355]

Family Well-Being After Welfare Reform. Edited by Douglas J. Besharov, Maryland School of Public Affairs, Welfare Reform Academy, Committee to Review Welfare Reform Research. (The Academy, College Park, Maryland) 2002. 10 p.

FULL TEXT: www.welfareacademy.org/pubs/familywellbeing/familywellbeing-frontmatter.pdf

["Since 1994, welfare rolls have decreased by almost 60 percent nationwide. Are low-income children and their families better off—or worse off—after welfare reform? This paper explores concerns across a broad range of areas, identifying the relevant data sets, surveys, and other materials that could aid this assessment."]

[CDPAC 356]

First-Ever Statewide K-1 Teacher Survey on School Readiness. By Educare Colorado and Colorado Children's Campaign. (Educare Colorado, Denver, Colorado) February 20, 2002. 21 p.

FULL TEXT: http://educarecolorado.org/news.html?parent_id=6

["A first-ever state survey of Colorado kindergarten and first-grade teachers identifies the skills teachers believe young children should have when they enter school -- and finds a significant number lack those skills, like the ability to interact positively with other children, to count to 20, and to recognize their written name."]

[CDPAC 357]

Good Start, Grow Smart: The Bush Administration's Early Childhood Initiative. By President George W. Bush. (The White House, Washington DC) April 3, 2002. 13 p.

FULL TEXT: www.whitehouse.gov/infocus/earlychildhood/toc.html

["This new early childhood proposal...would make changes in Head Start program standards and how states can use federal child care funds. The program would also launch a public awareness campaign about the importance of early education. However, the President's proposal does not include any new funds for the Child Care and Development Block Grant (CCDBG), Head Start, or TANF to help implement these changes."]

[CDPAC 358]

Improving Preventive Care Services for Children: A Best Clinical and Administrative Practices Toolkit for Medicaid Health Plans. By Margaret L. Oehlmann and Constance L. Martin, Center for Health Care Strategies. (CHCS, Lawrenceville, New Jersey) March 2002. 66 p.

FULL TEXT: www.chcs.org/ManagedCare/pdf/improvingpreventivecare.pdf

["This Toolkit provides a practical approach for increasing the quality of preventive care for children covered under Medicaid and SCHIP. It includes a simple process improvement model to consistently follow; strategies for identification, stratification, outreach, and intervention, including plan case studies; tools to encourage providers to adopt streamlined preventive care practices; and communications tactics for creating change."]

[CDPAC 359]

"New Twist in Charter Schools: Preschool Programs." By Linda Jacobson. IN: Education Week, vol. 21, no. 27 (March 20, 2002) pp. 1,12,13.

FULL TEXT: www.edweek.com/ew/newstory.cfm?slug=27preschool.h21

["Although they have quietly emerged in sites scattered around the country, charter schools with preschool classrooms have yet to attract the attention of many experts who follow the charter movement. Yet such preschool programs have emerged for much the same reason as charter schools themselves: They meet a need or provide an alternative that is not available within the existing public system."]

[CDPAC 360]

"Risky Families: Family Social Environments and the Mental and Physical Health of Offspring."
 By Rena L. Repetti and others, University of California at Los Angeles. IN: *Psychological Bulletin*, vol. 128, no. 2 (March 2002) pp. 330-366.

FULL TEXT: www.bol.ucla.edu/~repetti/riskyfam.pdf

["In the first study to analyze more than a decade of research showing how a family's social environment influences physical and mental health, a team of UCLA scientists found strong evidence that children who grow up in "risky families" often suffer lifelong health problems, including some of society's most common serious ailments, such as cancer, heart disease, hypertension, diabetes, obesity, depression and anxiety disorders, as well as early death."]

[CDPAC 361]

State Child Welfare Legislation: 2001. By Steve Christian, National Conference of State Legislatures. *State Legislative Report*, vol. 27, no. 5 (NCSL, Denver, Colorado) February 2002. 9p.

["Many bills address emerging child welfare issues, such as safe havens for abandoned infants, children's exposure to domestic violence and manufacture of illegal drugs, kinship care, family support, independent living services for youth emancipating from foster care, and compliance with federal child welfare laws and regulations.... The appendix contains citations to the legislation referenced in this report."]

[CDPAC 362]

Supplementary Information to Accompany *America's Child Care Problem: The Way Out*. By Suzanne Helburn and Barbara Bergmann. (Palgrave for St. Martin's Press, New York, New York) 2002. 20 p.

FULL TEXT: www.ffcd.org/wp_helburnbergmann.pdf

["The ideal of integrating children with special needs into mainstream classrooms is now clearly agreed upon by both professionals and the public. Securing appropriate child care for preschool special-needs children requires coordination among a diverse group of service providers. Coordination at the state level is clearly called for, but is just beginning to happen."]

[CDPAC 363]

Transition to Kindergarten. By Robert Pianta, University of Virginia, and others. National Center for Early Development and Learning. *Early Childhood Research and Policy Briefs*, vol. 2, no. 2 (The Center, Chapel Hill, North Carolina) Winter 2002. 4 p.

FULL TEXT: www.fpg.unc.edu/~ncedl/PDFs/TranBrief.pdf

["Research by the Center indicates that the transition practices commonly used in schools may not be well suited to the needs of children and families.... The transition period involves both children and their families' adjustment to kindergarten. The best use of family resources for a child's education requires attention to how schools and families can form partnerships during this period."]

[CDPAC 364]

Welfare Reform: How It Shapes the Lives of Infants and Toddlers, Their Families and Their Communities. Executive Summary. Compiled by Sheila Brookes, Center for Family Policy and Research. (The Center, Columbia, Missouri) January 2002. 4 p.

FULL TEXT: mucenter.missouri.edu/brief020502.pdf

["This study used interviews with state and local policy makers, service providers, and parents to identify areas of promise and of concern. Researchers found some successes, especially when welfare-to-work mothers found good jobs with benefits and quality care for their children, but in many cases inflexible policies caused instability in the lives of mothers and their very young children."]

[CDPAC 365]

In our continuing quest to highlight relevant materials in a variety of formats, we would like to showcase the following items. Some of these materials are copyrighted and may not be photocopied in their entirety. However, they may be borrowed from your local library, purchased online or at a bookstore, or, in some cases, may be viewed and/or downloaded full-text from the Internet.

Children at Risk: State Trends 1990-2000: A First Look at Census 2000 Supplementary Service Data. Kids Count. Annie E. Casey Foundation. (The Foundation, Baltimore, Maryland) 2002. 120 p.

FULL TEXT: www.aecf.org/kidscount/c2ss/pdfs/entire_book.pdf

["Nationally the child poverty rate is down, but in quite a few states the proportion of children living in poverty has actually risen over the last decade. This new Kids Count report uses the latest census data to document enormous diversity across the states, with some improving on many more indicators than others. There are also wide state differences on specific indicators. Broad and widespread improvements in child well-being during the 90s are surprisingly modest given the economic boom ... some of the progress and policies that led to these improvements in the states are vulnerable to cutbacks as state budgets face crises."]

Children of Depressed Parents: Mechanisms of Risk and Implications for Treatment. Edited by Sherryl H. Goodman and Ian H. Gotlib. (American Psychological Association, Washington, DC) 2002. 351 p.

[Includes: "Nature--Nurture Interplay in the Risks Associated with Parental Depression;" "Maternal Depression, Infant Psychobiological Development, and Risk for Depression;" "Prenatal Effects of Maternal Depression;" "Treatment, Intervention, and Prevention with Children of Depressed Parents: A Developmental Perspective;" and others.]

Early Head Start: Special Issue. Edited By Hiram E. Fitzgerald and others. Entire Issue of: Infant Mental Health Journal, vol.23, Issue 1-2, (February 2002). 257 p.

["In just 6 years, Early Head Start has grown from 68 initial grantees to some 650 programs and, by early 2001, was serving more than 55,000 families with infants and toddlers throughout the country. This issue describes the program, its growth, and the changing policy and program environment of its first five years. It also explains how the federal and regional infrastructure supports Early Head Start through training, technical assistance, and monitoring; summarizes the design and conduct of the national evaluation and local research studies; presents the key lessons that the research has yielded so far; and concludes with an assessment of the challenges ahead for creating a solid base of knowledge for programs serving low-income families with infants and toddlers."]

Partnerships for Quality: Improving Infant-Toddler Child Care for Low-Income Families. By Diane Paulsell and others. Mathematica Policy Research, Inc. (Mathematica, Princeton, NJ) March 2002. 109 p.

FULL TEXT: www.mathematica-mpr.com/pdfs/partnership.pdf

["This report describes promising strategies for building community collaborations and partnerships, as well as preliminary themes that may be helpful for programs, communities, and policymakers interested in developing, implementing, and supporting child care partnerships. Focusing on Early Head Start, the authors note that many partnerships have succeeded in expanding access and improving quality, although challenges remain."]

The Yale Child Study Center Guide to Understanding Your Child: Healthy Development From Birth to Adolescence. By Linda C. Mayes and others. (Little, Brown and Company, New York, New York) 2002. 549 p.

["This book approaches the topic from three perspectives: the most up-to-date knowledge of the science of child development; a child's point of view at particular ages and stages of development; and the parents' expectations and experience of that development."]